

# Reevy Hill Primary School

Bedale Drive, Buttershaw, Bradford, BD6 3ST

## Inspection dates

28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Pupils' achievement over time is inadequate. A legacy of underachievement remains.
- Pupils' attainment has been consistently well below the national average by the end of Year 6 in English and mathematics, with little sign of improvement.
- Pupils' vocabulary is limited and they lack sufficient skills in constructing sentences accurately. Reading skills throughout the school are well below the nationally expected levels. Pupils' handwriting is poor.
- In mathematics, pupils have weak recall of key number facts and lack sufficient skills in using them to solve problems in real-life situations.
- The quality of teaching is inconsistent and requires improvement. As a result, pupils are not consistently making the rapid gains necessary for them to achieve as well as they are capable of.
- The role of subject leaders is not developed well enough.
- Staff do not consistently follow school policies, especially that relating to the management of pupils' behaviour.
- Not all governors are fully involved in driving improvement.

### The school has the following strengths:

- The headteacher has high ambitions for the school. Her leadership has been central to the improvements made over the last year.
- The role of senior leaders has been developed well so they are effective in assessing the school's performance and in helping it to move forward.
- Children make a good start in the Early Years Foundation Stage because teaching is consistently good.
- The quality of teaching is improving with more good teaching being evident. As a result, the proportion of pupils making expected and better than expected progress is increasing.
- Pupils feel safe in school. They know how to keep themselves and others safe.
- Attendance has risen significantly over the last year.

## Information about this inspection

- The inspectors observed 15 lessons or parts of lessons taught by eight teachers. Two of the observations were conducted jointly with the headteacher.
- Discussions were held with the Chair of the Governing Body, another governor, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- There were insufficient responses to the online questionnaire (Parent View) for the inspectors to take into account in carrying out the inspection. Account was taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- Reevey Hill is an average-sized primary school.
- The Early Years Foundation stage consists of Nursery and Reception classes.
- The school receives pupil premium funding for an above-average proportion of pupils. This is additional funding for children in local authority care, those whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- Most pupils are of White British heritage.
- The school does not meet the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in September 2011.
- There has been a high number of staff joining or leaving the school in the last year.
- The on-site Children's Centre is subject to a separate inspection and the report published is on the Ofsted website.
- The school has gained a number of national awards, including the Activemark, and has achieved Healthy School status.

### What does the school need to do to improve further

- Improve the quality of teaching so that it is consistently good or better, by:
  - ensuring all teachers consistently set work that matches the ability of different groups of pupils
  - improving marking so it effectively shows pupils how to do better
  - making sure that teachers provide more opportunities for pupils to find out things for themselves
  - improving teachers' ability to ask searching questions to find out what pupils know and to get them thinking
  - ensuring all staff consistently follow the school's policy on managing behaviour.
- Raise attainment in English and mathematics to at least the national average by:
  - improving pupils' ability to write sentences with accurate grammar, punctuation and spelling
  - ensuring that reading sessions always focus tightly on developing specific skills, such as being able to read unfamiliar and tricky words accurately
  - widening pupils' limited vocabulary so that they can construct sentences accurately
  - improving the standard of presentation of pupils' work, particularly their handwriting
  - improving pupils' recall of key number facts and their ability to use them to solve mathematical problems in real-life situations

- strengthening the curriculum by providing pupils with more opportunities to practise and improve their literacy and numeracy skills in other subjects.
- Improve the effectiveness of leadership and management, including governance, by:
  - developing the role of subject leaders in assessing the quality of teaching and learning throughout the school
  - rigorously checking that all staff always follow school policies, especially with regard to managing pupils' behaviour
  - ensuring all governors are fully involved in helping to secure improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- From their skill levels on entry, which are well below those expected for their age, pupils do not make enough progress. As a result, attainment in English and mathematics by the end of Year 6 is well-below average and pupils' achievement is inadequate.
- Children in the Early Years Foundation Stage make good progress because adults make sure their individual needs are met. They quickly settle into everyday routines and grow in confidence as they are encouraged to make choices for themselves.
- Pupils in Years 1 to 6 have not made enough progress over time because the quality of teaching has been too variable, with some that was inadequate. Though progress is now improving, a legacy of underachievement remains.
- Attainment in reading is low both at the end of Year 2 and by the time pupils leave school. Recent improvements to the way pupils are taught to link letters and sounds are beginning to have a positive effect on progress. However, there is not enough emphasis when pupils read in small groups alongside adults, and in other reading activities, on developing specific skills which accelerate progress quickly. This includes the ability to read unfamiliar and tricky words.
- Pupils' limited vocabulary restricts their ability to express ideas clearly or to write imaginatively in a range of styles, such as poetry. Pupils enjoy writing but their handwriting is poor and they lack accuracy in using correct grammar, punctuation and spelling.
- Pupils show interest in mathematics and enjoy working together on practical activities. This was evident when pupils in Year 5 were exploring ways of showing a smaller number as a fraction of a larger one. However, pupils have weak recall of key number facts and are not proficient in using them to solve problems in real-life contexts.
- Disabled pupils and those with special educational needs have underachieved because their specific needs have not been met. The support programmes for these pupils have been reorganised to meet their needs more effectively and they are now making better progress.
- Leaders have improved the way the pupil premium funding is used to raise the attainment in English and mathematics of those pupils for whom it is allocated. The provision of small group and individual support is proving successful in narrowing the gap between pupils eligible for free school meals and other pupils in school. However, their attainment remains low in English and mathematics and below that of other pupils.

### The quality of teaching

### requires improvement

- Between Years 1 and 6, the quality of teaching has been strengthened by new appointments over the last year and there is now no inadequate teaching. The proportion of good teaching is increasing. Nevertheless, there is not enough consistently good or better teaching to overcome pupils' underachievement from previous years, and, as a result, teaching requires improvement.
- Teachers do not consistently set work that matches the abilities of different groups of pupils, being too easy for some and too hard for others. Pupils' work is marked regularly but marking does not effectively show pupils the next precise steps to take to do better. There are too few opportunities for pupils to work things out for themselves. Teachers do not always ask searching questions to find out what pupils know and to get them thinking.
- In the Early Years Foundation Stage, adults provide children with stimulating and practical activities that maintain their interest. This was evident when children in Reception were exploring how to get their pictures of the giant, in 'Jack and the Beanstalk', up the beanstalk, so that he could see them. There is high expectation of what children can achieve and of their good behaviour.
- Teachers plan lessons to build upon previous learning so pupils can use what they know to support their current learning. They make appropriate use of a range of resources, including new technology, to support learning. Teaching ensures that pupils usually get on with their work and

little time is wasted.

- Teaching assistants are generally deployed well to support all pupils, particularly disabled pupils, those with special educational needs and pupils for whom the school receives the pupil premium.
- Teachers promote pupils' moral and cultural development by providing opportunities to discuss moral issues and to learn about cultures different to their own. Spiritual and social development is fostered by opportunities to work collaboratively and to think about the world around them.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils generally behave well, being polite and considerate to others. However, there are a few pupils who find it difficult to behave well and this can hinder the learning of other pupils. At times, there are inconsistencies between staff in following the school's policy for managing this behaviour.
- Pupils are keen to get on with their work. They say that things have got a lot better over the last year with lessons being more interesting. However, at times, the behaviour of a few can disrupt learning.
- Parents, pupils and staff say there has been improvement in behaviour over the last year and this is evidenced in the school's behaviour records. Pupils know about the different kinds of bullying, including name-calling and physical bullying and say that it seldom occurs. They are confident that staff would deal with it promptly if it did.
- Pupils say they feel safe in school and they have a clear understanding about how to keep themselves and others safe. They know about the dangers relating to internet, railway, water and road use and what they need to do if they are approached by a stranger. The curriculum provides opportunities for pupils to explore these issues to deepen their understanding.
- Pupils say they enjoy coming to school and this is shown in the significant improvement in their attendance over the last year: it is now average. Pupils arrive at school on time so there is no delay in starting activities.
- There are a variety of opportunities for pupils to take on responsibilities which they accept willingly. These include being a member of the school council or being a buddy to look after younger pupils.

### **The leadership and management**

### **requires improvement**

- Out of necessity, the headteacher took on responsibility for moving the school forward on her appointment. Since then, she has skilfully delegated a range of responsibilities to the restructured senior leadership team; this has strengthened the quality of leadership. Together, they have put the school firmly on the route to improvement. However, the role of subject leaders in assessing the quality of teaching and learning throughout the school, and acting to bring about improvement, is underdeveloped. This is hampering the pace of improvement. This, and the weaknesses in governance, are the main reasons why leadership and management require improvement.
- Improvement to the arrangements for assessing how well the school is doing means that leaders have a clear view of the school's performance and what needs to be developed further. The procedures for checking the quality of teaching are now rigorous and have successfully brought about improvement so that no inadequate teaching remains.
- The management of how well staff do, as well as training of teachers and other adults, have been improved to provide a stronger match to whole-school and individual staff needs. Consequently, teachers are now fully accountable for the progress their pupils make. The link between how successful teachers are and their salary progression is appropriate.
- Improved procedures for checking pupils' progress mean leaders have a clear picture of the progress of individuals and different groups throughout the school. They use the information

effectively to promote equality of opportunity and tackle discrimination. Leaders have shown they are capable of continuing to move the school forward.

- The curriculum promotes pupils' spiritual, moral, social and cultural development appropriately. It is enhanced by involvement in activities such as Bradford School's Music, Art and Dance Day. However, there are too few opportunities for pupils to practise their literacy and numeracy skills in different subjects.
  - Stronger links with parents have led to the considerable increase in pupils' attendance.
  - The local authority has provided strong support since the previous inspection and is confident that the current leadership is capable of continuing to make improvement.
  - **The governance of the school:**
    - Governance requires improvement. The governing body has not been effective over time in holding the school to account for its performance. It has improved over the last year and is supportive of the school but not all governors are fully involved in driving improvement. Some governors are relatively new and do not yet have a full understanding of the school's strengths and weaknesses. Some governors are able to review performance data but not all, which restricts their view of how the school is performing. Governors take part in training and ensure safeguarding requirements are met. The governing body manages the budget appropriately and holds the school to account for the way the pupil premium funding is used to raise achievement. Governors have an accurate view of the quality of teaching. They know how leaders check how well staff are doing to improve their expertise, reward good teaching and tackle any underperformance.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	107217
<b>Local authority</b>	Bradford
<b>Inspection number</b>	400893

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bilton
<b>Headteacher</b>	Jo Bradley
<b>Date of previous school inspection</b>	28 September 2009
<b>Telephone number</b>	01274 677549
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